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ABSTRACT

This final report describes activities and accomplishments of the 3-year Arkansas Deaf/Blind Children and Youth Project. This project attempted to: (1) identify, certify, count, and track children (0-21 years of age) with deaf blindness; (2) increase the number of programs serving these children in integrated settings in their home communities; (3) increase the number of programs providing functional, age-appropriate, and community-referenced curriculum to children aged 3-21; (4) increase the information and resources available to families of these children; and (5) increase the number and variety of vocational and domestic living options for these youth when leaving the educational system. Project activities included provision of training to administrators and teachers, provision of technical assistance to teachers and families, development and implementation of a 2-day workshop on preschool communication, development of five implementation sites in rural areas, presentations at state conferences, and participation in the personal futures planning process of two young adults with deaf blindness. Appended are final reports of implementation at three specific sites. (DB)

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FINAL PERFORMANCE REPORT

ARKANSAS DEAF/BLIND CHILDREN AND YOUTH PROJECT

CFDA-84.025a - STATE AND MULTI-STATE PROJECTS

PROJECT NUMBER: H025A90009

PROJECT PERIOD: 10/01/89 - 09/30/92

DATE OF REPORT: MARCH 31, 1993

Submitted by:
Arkansas Department of Education
Special Education
#4 Capitol Mall, Room 105C
Little Rock, Arkansas 72201

EC 302010

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SERVICES FOR CHILDREN WITH DEAF/BLINDNESS

CFDA-84.025a - STATE AND MULTI-STATE PROJECTS

FINAL PERFORMANCE REPORT

PROJECT NUMBER:	H025A90009	PROJECT START DATE:	10/01/89
PROJECT TITLE:	Arkansas Deaf/Blind Children and Youth Project	PROJECT END DATE:	09/30/92
		GEOGRAPHIC AREA SERVED:	State-wide
PROJECT DIRECTOR:	Margie Wood	DIRECT SERVICE OFFERED BY PROJECT:	NA
MAILING ADDRESS:	Arkansas Department of Education Special Education #4 Capitol Mall Room 105C Little Rock, AR 72201	TECHNICAL ASSISTANCE: Number of Parents - 249 Number of Teachers - 794 Number of Administrators - 122	
TELEPHONE NUMBER:	(501) 682-4222		
PREPARED BY:	Darleen Riley Project Family Consultant	Number of Related Services Personnel - 134 Other - 103	

* *

EXECUTIVE SUMMARY

The Arkansas Deaf/Blind Children and Youth Project of the Arkansas Department of Education (ADE), Special Education, was designed to enhance and increase services for children 0 - 21 with deaf/blindness residing in the State of Arkansas. The project staff included an Education Consultant, who provided technical assistance to schools on programming and effective practices for students with deaf/blindness, and a Family Consultant, who provided technical assistance on available resources and services to the families of children with deaf/blindness, and who maintained the Deaf/Blind Registry.

The goals of the project were:

- To identify, certify, count and track children 0 - 21 years of age with deaf/blindness;

- To increase the number of programs serving children 0 - 21 with deaf/blindness in integrated settings in their home communities;

- To increase the number of educational programs for students 3 - 21 with deaf/blindness which include functional, age-appropriate curriculum which is community-referenced;

- To increase the information and resources available to families of children 0 - 21 with deaf/blindness; and

- To increase the number and variety of vocational and domestic living options for youth who are deaf/blind and who are leaving the educational system.

The project developed several methods to attain these goals during the three years of the project.

- Contacts were made with Part H and Early Childhood coordinators to assist in identifying children 0 - 5 with deaf/blindness. In addition, project staff provided technical assistance regarding the services of the project and the definition of deaf/blindness to all special education supervisors.

- The project provided two levels of training on inclusion for teams of administrators and teachers from 10 districts where children with deaf/blindness reside.

- Technical assistance was provided to individual classroom teachers on a by-request basis in the areas of effective practices for children with deaf/blindness, least restrictive environment, and integration.

- Technical assistance in the area of preschool communication for children with deaf/blindness was provided through a two-day workshop and four site visits.

- Five implementation sites promoting functional, age-appropriate curriculum which is community referenced were developed in rural areas of the state.

- Presenters in effective practices, communication, assessment and medical issues for children with deaf/blindness were provided for two special education state conferences through the Deaf/Blind Project by the TRACES Project and HKNC-TAC.

- Technical assistance to families was provided through home visits, mail-outs and telephone calls. Other technical assistance was in the form of parent training sessions, distribution of resource directories, and providing parents with stipends to attend state conferences.

- Project staff also participated in the Personal Futures Planning process for two young adults with deaf/blindness.

For additional information, contact Teresa Coonts, Education Consultant, or Darleen Riley, Family Consultant, at:

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GOALS AND OBJECTIVES

The aim of the Arkansas Deaf/Blind Children and Youth Project was to enhance and increase services and options for children with deaf/blindness from 0 - 21 who reside in the State of Arkansas. The goals of the project were to identify, certify, count and track children 0 - 21 with deaf/blindness; to increase the number of programs serving children 0 - 21 with deaf/blindness in integrated settings in their home communities; to increase the number of educational programs for students 3 - 21 with deaf/blindness which include functional, age-appropriate curriculum which is community-referenced; to increase the information and resources available to families of children 0 - 21 with deaf/blindness; and to increase the number and variety of vocational and domestic living options for youth who are deaf/blind and who are leaving the educational system.

The ADE proposed to do this by identifying such children, establishing their eligibility for inclusion in the project, and then providing technical assistance to the education and direct service personnel serving them, as well as to their families. The objectives of the project, then, were to provide technical assistance in the form of inservice trainings, parent workshops, individual consultations, and information dissemination. Topics included in the technical assistance were best practices, least restrictive environment, functional age-appropriate curriculum, communication, inclusion, parent rights and responsibilities, related services, outreach programs and family therapy issues. The technical assistance was targeted at parents, educators, related services personnel, administrators, paraprofessionals, higher education personnel and other direct service personnel.

To meet these objectives, the project utilized technical assistance from the TRACES Project and Helen Keller National Center - Technical Assistance Center (HKNC-TAC); coordinated activities with the Arkansas Task Force for Deaf/Blind Persons; contracted with California Research Institute for consultants in inclusion; utilized local consultants and

service providers, developed resource directories for seven regions of the state; provided technical assistance by project staff; and disseminated mail-outs to parents of relevant articles, newsletters, conferences and other issues.

During the course of the three-year project, as a result of the technical assistance, 29 children were identified and added to the Deaf/Blind Registry. Additionally, technical assistance was provided to 249 parents, 794 teachers, 122 administrators, 134 related services personnel, and 103 other individuals, for a total of 1,402 individuals receiving technical assistance from the Project.

ACCOMPLISHMENTS

The Arkansas Deaf/Blind Children and Youth Project proposed to identify, certify, count and track children with deaf/blindness from 0 - 21 who reside in the state. By identifying these children, the ADE was able to provide technical assistance on best practices for children with deaf/blindness to the teachers and direct service providers of these children, thus enhancing the resources and services available to them. Certification of these children insured that they were eligible for services from the project, and counting them enabled the ADE to verify that its deaf/blind child count was within the expected incidence for the state. By tracking children with deaf/blindness, the ADE was able to determine their educational placement, thus monitoring the progress of the statewide educational system toward inclusion.

During the course of the grant, 29 children were added to the Deaf/Blind Registry. Also, during that time, the number of children with deaf/blindness served on public school campuses increased 23%.

* * *

Due to a vacancy in the position of Education Consultant, the Project requested and received permission from the U.S. Department of Education to reallocate funds in order to provide three levels of the "Schools Are for All Kids" training of the California Research Institute. Invitations to participate in the training were sent only to districts where children identified with deaf/blindness resided. Ten districts sent teams to the two 2-day training sessions in November, 1991, and April, 1992. Follow-up site visits were made in October and November of 1992, to each of the 10 districts that had participated in the earlier trainings.

To be successful, inclusion must be implemented at the building level under the leadership of the building principal. For this reason, all 10 teams were required to include a building principal. The teams also

included special and regular education teachers, and the special education supervisor. By planning both levels of training in the same school year, continuity was maintained because the same team members attended both training sessions.

"Schools Are for All Kids: The Leadership Challenge," Level I of the training, was presented in November, 1991, and dealt with the philosophy of inclusion - that all kids can learn in a regular education setting with appropriate supports for the students and teacher. Sixty-two participants attended the training, including six superintendents, as well as ADE special and regular education staff and consultants from the Arkansas Special Education Resource Center (ASERC).

In April, "Schools Are for All Kids: School Site Implementation," Level II, addressed the modifications, adaptations and types of support needed for successfully including children with deaf/blindness in regular education classrooms. Of the 43 participants, four were school district superintendents. All ten district teams included the same team members who attended the previous training.

At the beginning of the next school year, in October and November of 1992, the consultants made follow-up site visits to each of the 10 districts that participated in the first two levels of trainings. During the site visits, the technical assistance was targeted at the classrooms where the student with deaf/blindness was served, or would be served if s/he was receiving services on the public school campus. During the course of the site visits, local school personnel, in addition to the original team members, received technical assistance on appropriate programming for children with deaf/blindness. Additional brief inservice training sessions on inclusion of students with deaf/blindness were requested at three of the sites for staff members who had not attended the first two levels of the training. A total of 76 additional school personnel received technical assistance as a result of the site visits. On-going follow-up technical assistance to these 10 districts is currently being provided by the Education Consultant for the Deaf/Blind Project.

Of the 12 children represented by these 10 districts, 6 children were moved to their home schools by the beginning of the 1992-93 school year. Of those six, two had previously been served in segregated public school facilities, one had been served under contract to a neighboring district, and three had been receiving services at segregated private day service programs. Of the remaining six students, one student's placement was changed from homebound to the public school, three were already being served in the public school, and the remaining two students continue to be served in a segregated setting. This last district, however, has initiated action to begin serving its children with severe disabilities on their home school campuses. It returned one student to her home school campus from a day service center this year, and has plans to return two more for the '93-'94 school year.

As a result of the technical assistance provided through the "Schools Are for All Kids" trainings sponsored by the Deaf/Blind Project, 172 teachers, administrators and related services personnel received training in inclusive education for students with deaf/blindness.

* * *

Project staff presented information on the Deaf/Blind Project at the summer, 1990, meeting of the Early Childhood Coordinators. Information explaining the Deaf/Blind Project and the definition of deaf/blindness was disseminated to the Early Childhood coordinators, private service providers, Part H Early Intervention personnel and special education supervisors in January, 1991. As a result of these efforts, over 200 personnel were made aware of the services available through the Deaf/Blind Project to parents and professionals.

* * *

Individual requests for technical assistance from classroom teachers serving students with deaf/blindness were honored by the Education Consultant during the first year of the grant. During the second and third years of the grant, these requests were answered by the

consultants in severe/profound at ASERC. Technical assistance addressed the issues of effective practices for children with deaf/blindness, least restrictive environment, and integration. Currently 41% of the students identified with deaf/blindness ages 5 - 18 are served on public school campuses. Technical assistance was provided on an individual basis to approximately 60 classroom personnel serving students with deaf/blindness during the 89-90 grant year. As the consultants in severe/profound do not keep separate records on those teachers serving students with deaf/blindness to which they provide technical assistance, the number of teachers receiving technical assistance during the 90-92 grant years is unavailable. In total, the consultants made 319 technical assistance visits to classroom staff during the 90-92 grant years.

* * *

As part of an expanded technical assistance effort by the Project, a resource library was developed to make available to parents and professionals information on issues relevant to children with deaf/blindness. The materials are in a variety of modes, such as manuals, video cassettes, audio cassettes and articles. Among the topics available in the resource library are coactive signing, functional assessment of children with deaf/blindness, training respite care workers in the care of children with deaf/blindness, and family and sibling issues.

The Arkansas Deaf/Blind Project contracted with the TRACES Project to provide technical assistance in the area of communication for preschoolers with deaf/blindness in February and May, 1990. The technical assistance consisted of two stages. One was a workshop on communication for preschoolers, sponsored jointly by the Deaf/Blind Project and the Early Childhood Grant, in February, 1990, for early childhood professionals. As a result of the two-day workshop, 189 professionals received training in communication for children 0 - 5 with deaf/blindness and/or severe disabilities. Participants included teachers, administrators, parents, related services personnel, state

consultants, rehabilitation/habilitation instructors, graduate students and university professors. The presenter for the workshop was Kat Stremel of the Mississippi University Affiliated Program for Persons With Developmental Disabilities of the University of Southern Mississippi at Hattiesburg.

The May '92 technical assistance involved on-site visits to four programs serving children 0 - 5 with deaf/blindness. The identified children were 1, 2, 3 and 4 years of age, and were located in four different geographical areas of the state. Three were served in segregated day programs in rural areas of the state. One was served by several local center-based programs in an urban area. The technical assistance provided hands-on demonstrations of best practices in communication with the identified children with deaf/blindness. The consultant also provided three mini-inservice trainings in communication for center personnel. As a result of the technical assistance, 20 teachers, three administrators, five parents and eight related services personnel received training in communication methods and practices for preschoolers with deaf/blindness.

* * *

The Education Consultant, in conjunction with the consultants in severe/profound from ASERC, developed five implementation sites to model functional, age-appropriate curriculum which is community referenced in rural areas of the state. Two of the sites served children with deaf/blindness. The consultants made regularly scheduled technical assistance visits to the sites, meeting with implementation site team members and administrators. Over the course of the grant, approximately 300 technical assistance contacts regarding appropriate programming for students with deaf/blindness and severe disabilities were made.

* * *

"Special Show," the biennial special education conference sponsored by the ADE, was held in August, 1990, and August, 1992. The Deaf/Blind

Project arranged for consultants at both conferences to present on issues relevant to teachers and families of children with deaf/blindness. The topics presented included effective practices, communication, assessment and medical issues. The consultants were provided through the TRACES Project and HKNC-TAC. As a result of this effort, 730 professionals received technical assistance on issues relevant to children with deaf/blindness.

* * *

Technical assistance to families took a variety of forms over the three-year course of the grant. One of the most effective was the annual parent training session sponsored by the Deaf/Blind Project and the Arkansas Department of Education, Special Education. Parent training sessions were held in April of 1990 and 1991, and September, 1992. In order to enable as many families as possible to participate in the training, the Project paid all expenses for parents and family members, including meals, lodging and travel, and provided on-site respite care/babysitting as needed.

The topic of the parent training in April, 1990, was functional programming and how to participate in the IEP process. Current and former state department personnel, including the former Education Consultant for the Deaf/Blind Project, were the presenters. Nineteen parents and family members participated in the training.

The parent training in April, 1991, identified the various resources and outreach services available to schools to assist them in developing adequate and appropriate programming for their students with deaf/blindness. Eight parents and family members received the technical assistance.

For the parent training in September, 1992, the project contracted with a family counselor who specializes in working with families of children who are deaf or deaf/blind. She presented on the issues faced by families of children with disabilities, especially deaf/blindness, and

ways to manage the daily stress. She was accompanied by the parent of a child with deaf/blindness, whom the counselor has treated for several years. The six parents and family members participating were able to meet with the counselor for individual sessions, as well as meet together in a group session. The therapist was well received, and several parents requested that she return for additional training sessions. She is currently scheduled to present at the next parent training, scheduled for April 2 and 3, 1993.

* * *

In addition to the parent trainings, the Project was able to provide stipends for parents to attend several other statewide conferences. Stipends included conference registrations, meals, lodging and travel expenses. Reimbursement for babysitting or respite care expenses was also offered to parents. With the assistance of these stipends, five parents attended the annual Easter Seal Outreach Conference on functional programming, presented by Lou Brown, in February, 1991. In the fall of 1991, four parents attended, at Project expense, the statewide conference of the Developmental Disabilities Planning Council. Five parents were able to attend the biennial special education conference, Special Show '92, in August of 1992 with the help of stipends from the Deaf/Blind Project.

* * *

During the course of the grant, resource directories were compiled for seven regions of the state served by seven education service cooperatives. The directories were disseminated in May, 1990, to parents of children with deaf/blindness who reside in the areas of the state served by those cooperatives, and to selected professionals in those areas. The directories included information on a variety of resources, including the Department of Human Services county offices, school districts, local civic organizations, emergency services, and outreach resources. Approximately 35 resource directories were mailed to parents and professionals in May, 1991.

* * *

The bulk of technical assistance provided to families of children with deaf/blindness was in the form of personal contacts through home visits and telephone calls. Among the issues discussed during the personal contacts with families were appropriate programming for children with deaf/blindness, parents' rights, resources, least restrictive environment, inclusive education and family concerns. A total of 159 home visits were made during the course of the grant. An estimated 200 additional personal contacts were made via telephone calls and contacts at meetings/workshops.

* * *

Periodic mail-outs to parents of children with deaf/blindness was another form of technical assistance utilized by the Project. Mail-outs disseminated included conference notifications, articles of interest to parents of children with deaf/blindness, product catalogues, notices of the parent trainings, information on the newly formed Parents of Children With Deaf/Blindness-Multihandicaps, technology manuals developed by the Arkansas Technology Project, and other (?) items of interest. A total of 36 mail-outs were disseminated to parents during the three-year grant period.

* * *

As a result of efforts by Project personnel, a total of 1,402 parents and professionals received technical assistance during the grant period. The break-down is as follows:

Parents	249
Teachers	794
Administrators	122
Related Service Providers	134
Other (paraprofessionals, etc.)	103
TOTAL	1,402

* * *

Project staff participated in additional agency and interagency activities on behalf of the Deaf/Blind Project and/or the ADE. The Education Consultant led an interagency group organized to develop a functional curriculum manual (also known as a community based instruction manual). The Family Consultant sat on the Advisory Board and the Interagency Council for the Arkansas Technology Project, also known as the Increasing Capabilities Access Network (ICAN). In addition, the Family Consultant participated on the program committee for the Families as Allies Conference in October, 1990. The Family Consultant also served on the Arkansas Educational Consortium on Students With Severe Disabilities, which addressed issues regarding the recruitment, retention and training of teachers of students with severe disabilities. The Family Consultant was also a member of the publicity/program committee for Special Show '92, the bienniel special education conference, sponsored by the ADE.

* * *

The Arkansas Task Force for Deaf/Blind Persons continued to serve as the advisory board for the Project during the three-year course of the grant. The Task Force meets bi-monthly. In October, 1989, with technical assistance from HKNC-TAC, the Task Force held a retreat to develop an action plan for future activities. The plan resulted in receiving technical assistance for Task Force Members in November, 1989, on personal futures planning from Jack Pealer of Ohio, and the selection of two young adults with deaf/blindness to participate in a personal futures planning process. Pealer conducted the personal futures planning for one young man who lived with his parents in West Fork, Arkansas, in March, 1990. The second personal futures planning meeting was held for a young woman residing in the Jonesboro Human Development Center in (the summer of 1990?) Follow-up for and supervision of the personal futures plan was to be provided by an identified local service provider. As a result of this Task Force activity, 10 Task Force members and two parents received training in personal futures planning.

Several staff members of the Jonesboro Human Development Center participated in the personal futures planning, thus receiving inservice training in the process.

FINDINGS/PROBLEMS SOLVED/EFFECTS/RECOMMENDATIONS

The position of Education Consultant was vacant from August, 1990, to August, 1992, despite intensive efforts by Project staff and the Special Education Division to recruit an applicant with knowledge and expertise in the field of deaf/blindness. Job vacancy announcements were placed in national newsletters, contacts were made with HKNC-TAC and the TRACES Project, announcements were sent to four preservice deaf/blind programs, and recruitment efforts through personal contacts continued throughout the two years the position was vacant. The individual now serving as Education Consultant has a masters degree in mildly handicapped, is completing a masters degree in severe/profound, and is currently completing correspondence coursework in deaf/blind from Texas Tech University. Her teaching experience includes three years as a teacher of students with severe disabilities, as well as experience teaching students with mild disabilities. She assisted in establishing a junior high school community-based program. In addition, she has served on a variety of committees, including a Gifted and Talented Committee, Community-based Program Committee, Parent Collaboration Committee, Crisis Intervention Committee, and Teen Prevention of Suicide Committee. The extended vacancy in this position created problems in meeting the Project's goals and objectives for the second and third years of the grant period. Where possible, objectives were met as planned, or alternative activities were developed to meet the objectives. In some cases, activities were only partially completed.

* * *

Although initially the Project was to develop Resource Directories for the regions of the state served by all 15 of the education service cooperatives, eight directories were not developed due to the extended vacancy in the position of education consultant. This vacancy resulted in additional job duties for the Family Consultant, who was responsible for developing the directories. The added workload did not allow for the completion of the remaining resource directories.

* * *

Because of the unexpended funds in the salary category of the Project budget, alternative activities were proposed through budget revision requests presented to the U.S. Department of Education in June, 1991, and January, 1992, and a request for a no cost time extension in July, 1992. The alternative activities proposed were the presentation of the "Schools Are for All Kids" trainings, Levels 1, 2 and 3, for 10 districts where children with deaf/blindness have been identified, and on-site follow-up technical assistance visits to those participating 10 districts.

As a result of this training, several districts have taken steps to begin serving their children with deaf/blindness and/or severe disabilities on their home school campuses. Although full inclusion is not yet a reality in these districts, they have made much progress toward the understanding and philosophy that all children can learn, and that they have a right to be educated with their siblings, cousins and neighbors. Additionally, because of the training received, the teachers and administrators feel more competent and comfortable with their ability to serve children with deaf/blindness.

As a result of the Project having taken the lead in providing training in the inclusion of students with deaf/blindness, Project staff are now being asked to answer questions regarding inclusive education, to present at workshops on inclusive education, and to investigate additional training in this area for districts that did not participate in the original trainings. As the inclusive education model becomes more prevalent among school districts in the state, more children with deaf/blindness will be placed in inclusive environments, thus benefiting from the original training provided by the Project.

* * *

The personal futures planning project of the Arkansas Task Force for Deaf/Blind Persons met with several problems. In the case of the young man, Carl, although efforts were made to include all the key service providers at the initial planning meeting, not everyone embraced the

idea of building services around an individual's needs and dreams, rather than fitting the individual into the existing service delivery system. For this reason, the "dream" was never realized. Issues of "turf" arose over which agency was responsible for providing services, resulting in the lack of a local lead agency. The services that were provided were not coordinated among the local agencies. Some promised services were not provided, or were of limited duration. No one from the Task Force was able to continue to monitor the progress of the plan, due to other job duties and their geographical distance from Carl.

The second personal futures plan was developed for Marsha, a young woman in a human development center. A lack of contact with, and lack of commitment from, her family contributed to the failure of the plan. There was also a lack of understanding of the center staff as to the goals and objectives of Marsha's plan, and the effort failed. Attempts to identify a second young adult in a human development center for participation in the project were unsuccessful.

Efforts to develop services and resources for young adults with deaf/blindness that overcome these problems have continued through the efforts of Project staff. A state team on transition for young adults with deaf/blindness has developed that includes both Project staff members, a parent and selected agency representatives. The team has received a technical assistance grant from HKNC-TAC, the goal of which is to enhance already exisiting transition services, to make them more accessible and beneficial to young adults with deaf/blindness. This effort will continue during the '93-'96 grant period.

* * *

Parents for Children Who Are Deaf/Blind-Multihandicapped, a statewide network of parents of children with deaf/blindness, was organized as a direct result of the annual parent trainings sponsored by the Project. At the request of the parents, time was set aside during the weekend trainings for them to meet and share with each other. Out of this sharing came the effort to organize into a formal group, which applied

for and received a Hilton-Perkins grant. The group now edits a newsletter for dissemination to approximately 60 parents on the group's mailing list. Members share information, attend IEP meetings with each other, support each other by telephone and personal contact, and work together to educate service providers, legislators, school personnel and other professionals as necessary. The group is currently active in lobbying the state legislature on legislation that would affect people with disabilities, and collaborates with other disability advocacy groups on current issues and concerns.

* * *

The functional curriculum manual initiated during the first year of the grant is scheduled for completion by July 1, 1993. Due to the two-year vacancy in the position of Education Consultant, the manual was not completed during that time. Since that position was filled in August, 1992, a concerted effort has been made to complete the editing of the manual and to prepare it for dissemination. Although originally planned as a community based instruction manual, the title has been changed to support a functional curriculum for students with disabilities not necessarily provided in a community setting. This change reflects the philosophy that the community for elementary students with disabilities is their school. To provide a functional curriculum in the regular classroom provides the programming these students need in an inclusive setting that enables them to become participating members of their community/school. This philosophy will be expanded during the training in the use of the model, tentatively scheduled for the "93-'94 school year.

* * *

Initial plans were to develop nine implementation sites over the three-year course of the grant. Each of the three consultants - the Education Consultant and the two consultants in severe/profound from ASERC - would develop one site per grant year, continuing to provide technical assistance to the previously developed sites. Due to the

vacancy in the position of Education Consultant for two years of the grant period, no additional sites were developed after the first year. Five sites were developed in the first year of the grant. Continued technical assistance to those five sites was provided by the ASERC consultants during the second and third grant years.

APPENDIX A

IMPLEMENTATION SITE DEVELOPMENT

ANNUAL PROGRESS REPORT

1989-90 SCHOOL YEAR

GREEN FOREST ELEMENTARY SCHOOL

COMMUNITY BASED INSTRUCTIONAL CURRICULUM FOR STUDENTS WITH SEVERE HANDICAPS

IMPLEMENTATION SITE DEVELOPMENT ANNUAL PROGRESS REPORT 1989-90 SCHOOL YEAR GREEN FOREST ELEMENTARY SCHOOL

DEBRA WILSON, CONSULTANT
ARKANSAS DEPARTMENT OF EDUCATION, SPECIAL EDUCATION
JULY 25, 1990

Technical assistance was provided to the administration and staff of the Green Forest School District by Debra Wilson, Education Consultant, Arkansas Department of Education, Special Education.

Technical assistance objectives were developed based on on-site observation conducted by Debra Wilson and Deborah Thompson of the Arkansas Special Education Resource Center and a self-evaluation by the Green Forest administration and special education faculty.

In order to assist the staff in meeting objectives, a two-day in-service training was provided for the special education staff in January, 1990. This was followed by monthly on-site consultations in February through May, 1990. The following report outlines the technical assistance objectives and associated progress notes for the 1989-90 school year.

I. STATEMENT OF PROGRESS ON TECHNICAL ASSISTANCE AGREEMENT OBJECTIVES

Goal 1: Administrative staff will review district educational philosphy for inclusion of students with severe handicaps -

There was a concern by the administrative staff regarding this objective. This was not a priority for the 1989-90 school year.

Goal 2: Teacher will perform or update parent/student inventories for targeted students as needed -

This objective was completed in the last school year.

Goal 3: Teacher will perform ecological inventories and discrepancy analysis for targeted students -

Ecological inventories and discrepancy analyses were completed for ten activities for a targeted student.

Goal 4: Teacher will develop or modify IEP's to include functional objectives in the four domains for targeted students -

Objectives for 1989-90 school year were satisfactory. Technical assistance was provided in the development of 1990-91 IEP's.

Goal 5: Teacher will develop and implement systematic instructional procedures related to discrepancy analysis -

Individual scheduling systems were completed for all students as needed.

Goal 6: Teacher will instruct objectives in natural school community enviroments using systematic instructional procedures -

Students were routinely instructed in typical school environments

utilizing data collection on a limited basis.

Goal 7: Teacher will instruct objectives in natural community environments.

This objective was not a priority for this school year.

Goal 8: Teacher and administrative staff will develop/utilize strategies to provide instruction/facilitation of meaningful social interaction for targeted students -

The opportunity to attend regular classes, extracurricular activities such as field trips, p.e. , lunch and assemblies were provided for each student as appropriate to meet his/her individual needs.

Goal 9: Teacher will provide opportunities for students to actively participate and make choices within the context of instruction -

Students were given the opportunity to make choices within the context of activities such as preparing snacks, making purchases in the community, and choosing recreation/leisure activities.

Goal 10: Teacher and other staff will utilize transdisciplinary team approach to therapeutic intervention -

Speech therapy was provided in the context of school and community instructional activities on a limited basis.

Goal 11: Teacher and administrative staff will develop strategies in transitioning to subsequent environments and services -

This objective was not addressed this school year.

Goal 12: Child change will be noted for students (related to technical assistance recommendations) -

The most significant student change related to technical assistance was the use of individual student schedules. Students were able to use their schedules to move from activity to activity with more independence throughout the school day.

II. RECOMMENDATIONS FOR CONTINUED PROGRESS FOR THE 1990-91 SCHOOL YEAR

1. Administrative staff should review district educational philosophy for inclusion of students with severe disabilities.

2. Functional assessments (ecological and discrepancy) should be completed for all environments for all targeted students.

3. Systematic instructional procedures related to discrepancy analysis should be developed and utilized for all targeted students across and community instructional environments.

4. Strategies to provide instruction/facilitation of meaningful social interactions for targeted students should continue to be emphasized.

5. Transdisciplinary team approach for therapeutic intervention should be utilized as needed for individual students.

6. Student outcomes related to IEP and technical assistance recommendations should be noted.

7. Policies and procedures regarding community instruction should be reviewed/developed.

8. Monthly technical assistance recommendations (administrative and teacher) should be completed in accordance with agreed upon timelines.

9. Strategies should be developed to allow adequate community based instruction in community environments.

III. COMMITMENT FOR FOLLOW-UP ASSISTANCE

The Arkansas Department of Education, Special Education will provide follow-up assistance to the Green Forest School District in the 1990-91 school year based on the identified needs, interest and commitment at the beginning of the school year. This will involve one consultant working with the district.

IV. SUMMARY

The Green Forest School District has made great strides in developing in developing integrated options for students with severe disabilities. This commitment has continued through the efforts involved with the Community Based Instruction Implementation project. The support of the administration and hard work of the Special Education staff in the past year has been invaluable in moving forward to develop and implement appropriate curriculum options for students with the most intense learning needs. The opportunities provided in this model should prove beneficial in ensuring that these students have the option to live, work and recreate in their community.

APPENDIX B

IMPLEMENTATION SITE DEVELOPMENT
ANNUAL PROGRESS REPORT
1989-90 SCHOOL YEAR
BERRYVILLE SCHOOL DISTRICT

COMMUNITY BASED INSTRUCTIONAL CURRICULUM FOR STUDENTS WITH SEVERE HANDICAPS

IMPLEMENTATION SITE DEVELOPMENT
ANNUAL PROGRESS REPORT
1989-90 SCHOOL YEAR
BERRYVILLE SCHOOL DISTRICT

DEBRA WILSON, CONSULTANT
ARKANSAS DEPARTMENT OF EDUCATION, SPECIAL EDUCATION
JULY 25, 1990

Technical assistance was provided to the administration and staff of the Berryville School District by Debra Wilson, Education Consultant, Arkansas Department of Education, Special Education.

Technical assistance objectives were developed based on on-site observation conducted by Debra Wilson and Deborah Thompson of the Arkansas Special Education Resource Center and a self-evaluation by the Berryville administration and special education faculty.

In order to assist the staff in meeting objectives, a two-day in-service training was provided for the special education staff in January, 1990. This was followed by monthly on-site consultations in February through May, 1990. The following report outlines the technical assistance objectives and associated progress notes for the 1989-90 school year.

I. STATEMENT OF PROGRESS ON TECHNICAL ASSISTANCE AGREEMENT OBJECTIVES

Goal 1: Administrative staff will review district educational philosphy for inclusion of students with severe handicaps -

The school philosopy was reviewed and was found to have a belief statement indirectly referencing students with disabilities.

Goal 2: Teacher will perform or update parent/student inventories for targeted students as needed -

The parent/student inventories for the targeted student was updated as needed.

Goal 3: Teacher will perform ecological inventories and discrepancy analysis for targeted students -

Ecological inventories and discrepancy analyses were completed for ten activities for a targeted student.

Goal 4: Teacher will develop or modify IEP's to include functional objectives in the four domains for targeted students -

Objectives for 1989-90 school year were satisfactory. Technical assistance was provided in the development of 1990-91 IEP's, which were designed to be more activity based.

Goal 5: Teacher will develop and implement systematic instructional procedures related to discrepancy analysis -

a. Prompting strategies and data collection were routinely utilized during instructional activities related to IEP.

b. Reinforcement/Management procedures that support dignity and individual student needs were utilized in the classroom.

c. Adaptation and partial participation strategies were

utilized as needed.

d. Individual scheduling systems were completed for all students.

e. Revisions for instructional planning were made which will be implemented in the 1990-91 school year.

Goal 6: Teacher will instruct objectives in natural school community enviroments using systematic instructional procedures -

Students were routinely instructed in community environments and school environments using appropriate systematic procedures.

Goal 7: Teacher and administrative staff will develop/utilize strategies to provide instruction/facilitation of meaningful social interaction for targeted students-

The opportunity to attend regular classes, vocational classes and extracurricular activities such as field trips, p.e. , lunch and assemblies were provided for each student as appropriate to meet his/her individual needs. Routine support and follow-up was provided by the special education teacher.

Goal 8: Teacher will provide opportunities for students to actively participate and make choices within the context of instruction-

Students were given the opportunity to routinely make choices within the context of all instructional activities. Adaptations were utilized to facilitate this participation based on individual student needs.

Goal 9: Teacher and other staff will utilize transdisciplinary team approach to therapeutic intervention -

Speech therapy was provided primarily through a traditional pull-out model.

Goal 10: Teacher and administrative staff will develop strategies in transitioning to subsequent environments and services -

Plans were made to develop an age-appropriate classroom for secondary level students.

Goal 11: Child change will be noted for students (related to technical assistance recommendations) -

a. All students made significant change in regard to social skills related to integration activities.

b. All students actively participated in instructional activities through the use of adaptations and partial participation strategies.

c. All students routinely access typical school environments and participate routinely in extra-curricular activities such as science fairs and field trips with same-age peers.

II. RECOMMENDATIONS FOR CONTINUED PROGRESS FOR THE 1990-91 SCHOOL YEAR

1. Administrative staff should review district educational philosophy for for inclusion of students with severe handicaps.

2. Functional assessments (ecological and discrepancy) should be completed for all environments for all targeted students.

3. Systematic instructional procedures related to discrepancy analysis should be developed and utilized for all targeted students across school and community instructional environments.

4. Strategies to provide instruction/facilitation of meaningful social interactions for targeted students should continue to be emphasized.

5. Transdisciplinary team approach for theraputic intervention should be utilized as needed for individual students.

6. Student outcomes related to IEP and technical assistance recommendations should be noted.

7. An agreement with the Department of Labor for vocational training should be obtained.

8. Policies and procedures regarding community instruction should be reviewed/developed.

III. COMMITMENT FOR FOLLOW-UP ASSISTANCE

The Arkansas Department of Education, Special Education will provide follow-up assistance to the Berryville School District in the 1990-91 school year based on the identified needs, interest and commitment at the the beginning of the school year. This will involve one consultant working with the district.

IV. SUMMARY

The Berryville School District has made great strides in developing integrated options for students with severe disabilities. This commitment has continued through the efforts involved with the Community Based Instruction Implementation project. The support of the administration in the past year has been invaluable in moving forward to develop and implement appropriate curriculum options for students with students with the most intense learning needs. The on-going enthusiasm, and hard work displayed by the classroom teacher has been commendable. The opportunities provided in this model should prove beneficial in ensuring that these students have the option to live, work and recreate in their community.

APPENDIX C

IMPLEMENTATION SITE DEVELOPMENT

ANNUAL PROGRESS REPORT

1989-90 SCHOOL YEAR

FAIRVIEW SCHOOL DISTRICT

COMMUNITY BASED INSTRUCTIONAL CURRICULUM FOR STUDENTS WITH SEVERE HANDICAPS

IMPLEMENTATION SITE DEVELOPMENT
ANNUAL PROGRESS REPORT
1989-90 SCHOOL YEAR
FAIRVIEW SCHOOL DISTRICT

DEBRA WILSON, CONSULTANT
ARKANSAS DEPARTMENT OF EDUCATION, SPECIAL EDUCATION
JULY 25, 1990

echnical assistance was provided to the administration and staff of the Fairview School District by Debra Wilson, Education Consultant, Arkansas Department of Education, Special Education.

Technical assistance objectives were developed based on on-site observation conducted by Debra Wilson, Deborah Thompson, and Dr. Lynn Springfield of the Arkansas Special Education Resource Center and a self-evaluation by the Fairview administration and special education faculty.

In order to assist the staff in meeting objectives, a two-day in-service training was provided for the special education staff in December, 1989. This was followed by monthly on-site consultations through May, 1990. The following report outlines the technical assistance objectives and associated progress notes for the 1989-90 school year.

I. STATEMENT OF PROGRESS ON TECHNICAL ASSISTANCE AGREEMENT OBJECTIVES

Goal 1: Administrative staff will develop a written philosophy statement and have it endorsed by the school board -

A draft philosopy statement was developed.

Goal 2: Teacher will perform or update parent/student inventories for targeted students as needed -

This objective was completed for all students.

Goal 3: Teacher will perform ecological inventories and discrepancy analysis for targeted students -

Ecological inventories and discrepancy analyses were completed for environments for a targeted student.

Goal 4: Teacher will develop or modify IEP's to include functional objectives in the four domains for targeted students -

Technical assistance was provided in the development of 1990-91 IEP's.

Goal 5: Teacher will develop and implement systematic instructional procedures related to discrepancy analysis -

a. Individual scheduling systems were completed for all students as needed.

b. Data collection procedures were developed and utilized for 1989-90 IEP objectives.

c. Reinforcement/Management procedures that support dignity and individual student needs were utilized in the classroom.

d. Systematic prompting and fading procedures were utilized with one targeted student.

e. Adaptation and partial participation strategies were utilized as needed.

Goal 6: Teacher will instruct objectives in natural school community enviroments using systematic instructional procedures -

Students were routinely instructed in community environments such as restaurants and convenience stores. Typical school environments were utilized as appropriate for each student.

Goal 7: Teacher and administrative staff will develop/utilize strategies to provide instruction/facilitation of meaningful social interaction for targeted students-

The opportunity to attend regular classes, vocational classes and extracurricular activities such as field trips, p.e. , lunch and assemblies were provided for each student as appropriate to meet his/her individual needs. Routine support and follow-up was provided by the special education teacher.

Goal 8: Teacher will provide opportunities for students to actively participate and make choices within the context of instruction -

Students were given the opportunity to make choices within the context of activities such as planning meals, making purchases in the community, and choosing recreation activities.

Goal 9: Teacher and other staff will utilize transdisciplinary team approach to therapeutic intervention -

Speech therapy were instructed in the context of functional activities in the classroom and community.

Goal 10: Teacher and administrative staff will develop strategies in transitioning to subsequent environments and services -

A transition survey was completed for one student who graduated in May. Local adult service options were surveyed and vocational training for the 1990-91 was developed.

Goal 11: Child change will be noted for students (related to technical assistance recommendations) -

a. One student made specific changes in behavior and social skills while involved in instruction in school environments. This same student made significant progress in on-task behavior associated with IEP objectives.

b. Four students were provided with vocational training experiences in school environments. Students performed satisfactorially according to directions and standards of job task.

c. One student referred and placed in the JTPA summer work program.

II. RECOMMENDATIONS FOR CONTINUED PROGRESS FOR THE 1990-91 SCHOOL YEAR

1. Education philosophy regarding students with severe disabilities should reviewed and endorsed by the administration and board.

2. Functional assessments (ecological and discrepancy) should be completed for all environments for all targeted students.

3. Systematic instructional procedures related to discrepancy analysis should be developed and utilized for all targeted students across school and community instructional environments.

4. Strategies to provide instruction/facilitation of meaningful social interactions for targeted students should continue to be emphasized.

5. Transdisciplinary team approach for therapeutic intervention should be utilized as needed for individual students.

6. Student outcomes related to IEP and technical assistance recommendations should be noted.

7. An agreement with the Department of Labor for vocational training should be obtained.

8. Policies and procedures regarding community instruction should be reviewed/developed.

9. Staff support for community based training should be considered and addressed.

10. Monthly technical assistance recommendations (administrative and teacher) should continue to be completed in accordance with agreed upon timelines.

III. COMMITMENT FOR FOLLOW-UP ASSISTANCE

The Arkansas Department of Education, Special Education will provide follow-up assistance to the Fairview School District in the 1990-91 school year based on the identified needs, interest and commitment at the beginning of the school year. This will involve one consultant working with the district.

IV. SUMMARY

The Fairview School District has made great strides in developing integrated options for students with severe disabilities. This commitment has continued through the efforts involved with the Community Based Instruction Implementation project. The support of the administration and the hard work of the Special Education staff in the past year have been invaluable in moving forward to develop and implement appropriate curriculum options for students with the most intense learning needs. The team approach for planning and implementing "best practices" which included the Special Education Supervisor, the classroom teacher, the speech therapist and the paraprofessional has been extremely successful. The opportunities provided in this model should prove beneficial in insuring that these students have the option to live, work and recreate in their community.

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